

La Trobe University  
Graduate School of Education

**Studies In TESOL/LOTE Teaching.  
(Teaching Practice/Practicum).**

Name: Salomi Sophocleous      Supervising Teacher: Simone Foo  
School: Hales College  
Topic/Theme: People and the Past      Date: Friday, 26/9/1997      Time: .9.00-11.00

Lesson Plan No 5+6

*elicos Program - Elementary*

**General Aim:**

For students to be able to talk about People and the Past

**Rationale:**

**Linguistic:**

To learn how to talk about themselves, their lives and other people in the past tense.

**Context/Topic:**

People and the Past

**What Do You Assume The Learners Already Know?**

**Linguistic:**

Students have learnt the use of the past tense

**Context/Topic:**

Students have practiced talking about themselves.

**Relationship With Other Lessons:**

**What Came Before:**

Students finished prescribed unit for the Elementary course and they are now doing revision.

**What's Coming Next:**

**Language Items in This Lesson: (Highlight your main objectives)**

Text/Discourse Type(S):

Dialogue, profile, story

Language Functions:

Talking about oneself,  
Introducing oneself,  
Talking about someone else,  
Talking about the past (our life)

Vocab/Phonology:

Skills:

Speaking, listening, reading, writing.

Subject Matter and Cultural Concepts:

Mode(s) of Classroom Organisation: (Circle as appropriate)

Individual

Pair

Group

Whole Class

By the end of this lesson, the students will have practiced more so that they will:

Be able to talk about themselves, their lives and others.  
They would be able to listen to and read various items on the same topic.  
They would be able to write on similar topics.  
They would be able to use the past tense.

Resources: (Attach worksheets)

Richards J. ,Interchange, Student's book, Cambridge University Press, 1992

Ur P. and Wright A., Five-Minute Activities, Cambridge University Press, 1992.

# PROCEDURE:

Stage/Timing	Student Activity	Teacher Activity	Why?	F/A
15 minutes	Students follow the teacher's example and say 4 facts about their life. <u>Introductions-Oral</u>	Icebreaker: Four facts about myself Give students 4 facts about myself: My name is ..... I'm from ..... I'm a teacher. I speak Greek, English, French and Italian. Give clues on the board: name, country, current occupation, languages.	To get to know me and to get to know them, establish some rapport with the students and for them to practice speaking.	
20 minutes	<ul style="list-style-type: none"> <li>Greetings and Introductions, page 2, Interchange, book 2:</li> <li>Students <u>listen</u>, read and unjumble dialogue by cutting and putting sentences in the write order.</li> <li>Students read out the whole story as a group.</li> </ul>	<ul style="list-style-type: none"> <li>Give handouts of jumbled dialogue to the students.</li> <li>Read it once. Ask them to unjumble it.</li> <li>Give them some time to start cutting and putting sentences in order. Read it again, two to three times, depending on the students' need. In between, the students try to work it out.</li> </ul>	Practice reading comprehension.	
10 minutes	<ul style="list-style-type: none"> <li>Students read it out in pairs for pronunciation. (<u>Pronunciation drill</u>)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher goes around, monitors the work and helps students with pronunciation.</li> </ul>	Practice pronunciation in context, not in focusing exercises.	
20 minutes	<ul style="list-style-type: none"> <li><u>Write</u> their <u>profile</u> without their name.</li> </ul>	<ul style="list-style-type: none"> <li>Give a brief profile of myself to the students (about 10 sentences- write clues on board: name, birthplace, schooling, further studies, travel, work, other). Ask them to write down their own profile, without stating who they are.</li> </ul>	Learn a bit more about each other (I know they were intrigued by my age in relation to my physical appearance-they learned my age from the other group), talk about themselves in relation and using the past tense.	
10 minutes	<ul style="list-style-type: none"> <li>Students exchange profiles, read them out and the rest of the class guesses who's profile each one is.</li> <li>List. Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Collect students profiles and give them to different students. Monitor reading/listening activity.</li> </ul>		
20 minutes	<ul style="list-style-type: none"> <li>Chain story:</li> <li>Continue adding to the stories in turn.</li> <li>When stories are finished, each student reads out one.</li> </ul>	<ul style="list-style-type: none"> <li>Chain story: Begin writing a story. This can be the first few lines of a story. Then, going round the class, each student has to add another brief 'instalment' to the story.</li> </ul>	Practice listening comprehension.	
20 minutes	<ul style="list-style-type: none"> <li>Work in groups. Look at pictures and write a story, using the past tense to match it.</li> </ul>	<ul style="list-style-type: none"> <li>Picture story: Ask students to look at the pictures and write a story about it, using the past tense.</li> </ul>	To practice story-imaginative writing in a collaborative and fun way.	
5 minutes	<ul style="list-style-type: none"> <li>Sum lesson up by establishing what has been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Sum lesson up by drawing students attention to what they achieved.</li> </ul>	Practice writing and past tense using visual stimulus.  Make clear to students what they achieve during the session.	



**Potential Problems:**

Potential Problem (Linguistic, Contextual, Behavioural, etc.)	Counter Strategy
1. I do not know the students and their work very well.	I may need to be flexible in pacing the lesson and in the way I run it.

**Assessment:**

Means Of Assessment: (What will be done to discover what individual students have gained from this lesson?)

Monitor their work in class:

- (a) Their written work, while they work
- (b) Their oral work during the presentations.
- (c) Their pronunciation during pair work.
- (d) The use of the past tense in oral and written work.

**Actual Assessment:** (Record the progress of identified individual students with reference to your general aims and your objectives for this lesson)

Assess their speaking and written work.

Assess the use of past tense.

**Evaluation Of This Lesson:****Criteria For Evaluation:**

1. How will you identify the extent to which this lesson achieved important aims?

Through the level of students' performance in speaking and writing and in their use of past tense.

2. How will you identify the effectiveness of the learning processes in the lesson?

Through their participation in the activities and their results.

**Actual Evaluation:**

1. Review of the lesson in view of your Criteria for evaluation:

Students participated with interest in the activities. Their writing skills varied. P. writing skill is very good and she writes with ease. V. is another student who expresses himself with competence in English. K. did not write as much as the others, she wrote in a sort of a note form and she finished early. She excused herself, saying she does not like writing. Later on, I was told by Simone, that, on the previous day, she told Simone not to waste her time in class with writing, she can do such kind of work at home. P. worked slower than the others but he expressed himself well in writing. J. is the week one. She worked slowly and hard. She asked for teacher help or reassurance during the task.

2. What did you learn about your teaching from this lesson?

Although I did not know the students very well, I was able to sense that I needed to adapt my prepared lesson so that it would benefit the students and complete the lesson in a productive and enjoyable way.

# Activities

Introductions:

Speaking, individual presentations

Unjumble dialogue:

Listening and reading comprehension

Individual work

Dialogue in pairs

Pronunciation

Profile writing/Past tense

Profile presentation

Reading for pronunciation

Listening Comprehension

Chain story

Chain writing

Picture story

group writing

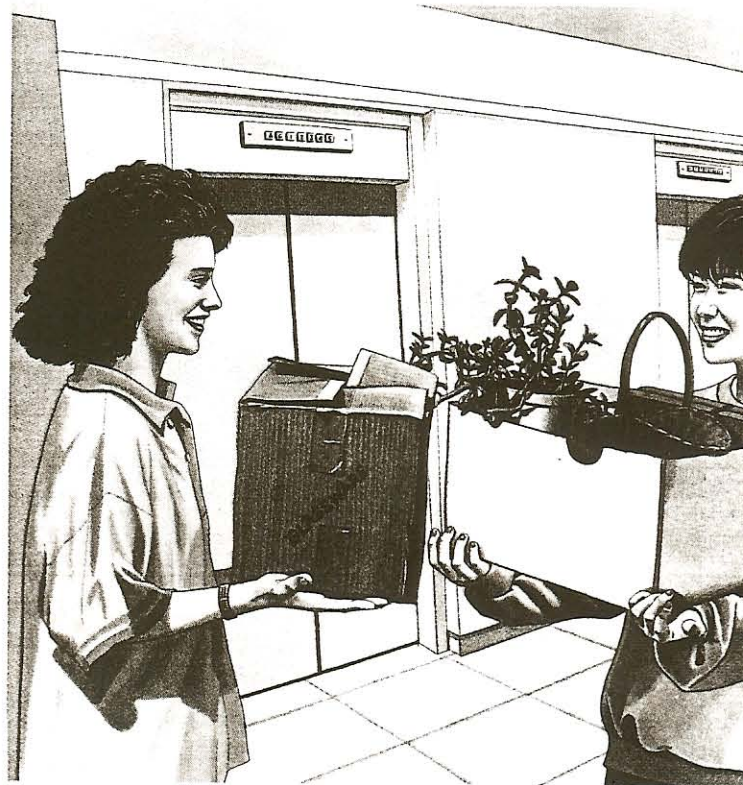


# 1 A time to remember

## 1 GREETINGS AND INTRODUCTIONS

1 Listen.

- A: Hi. Can I give you a hand?  
B: Oh, thanks.  
A: By the way, I'm Maria. I'm in Apartment 203.  
B: Oh? I'm moving into 204. My name is Noriko.  
A: Nice to meet you.  
B: Good to meet you, too.  
A: And where are you from, Noriko?  
B: I'm from Japan, from Osaka.  
A: Oh, really? And are you going to school here?  
B: No, I'm a reporter. I just started working for *World News*. And how about you, Maria? What do you do?  
A: I'm a law student. I go to UC Berkeley. Say, why don't you come over for coffee later?  
B: Oh, thanks. I'd love to.



2 *Pair work* Practice the conversation using your own information.

3 *Class activity* Now introduce yourself to some of your classmates. Then introduce two people you met to others in the class.

### *Useful expressions*

Good morning/afternoon/evening.

Hi! We haven't met. I'm ...

What's your (first/last) name?

What should I call you in class?

Please call me ...

I'd like you to meet Mrs./Ms./Mr. ...

## 2 TEACHER'S TURN

Ask your teacher these questions. Then think of three more questions and ask them.

Where are you from?

Where did you go to school?

What did you major in?

What languages do you speak?

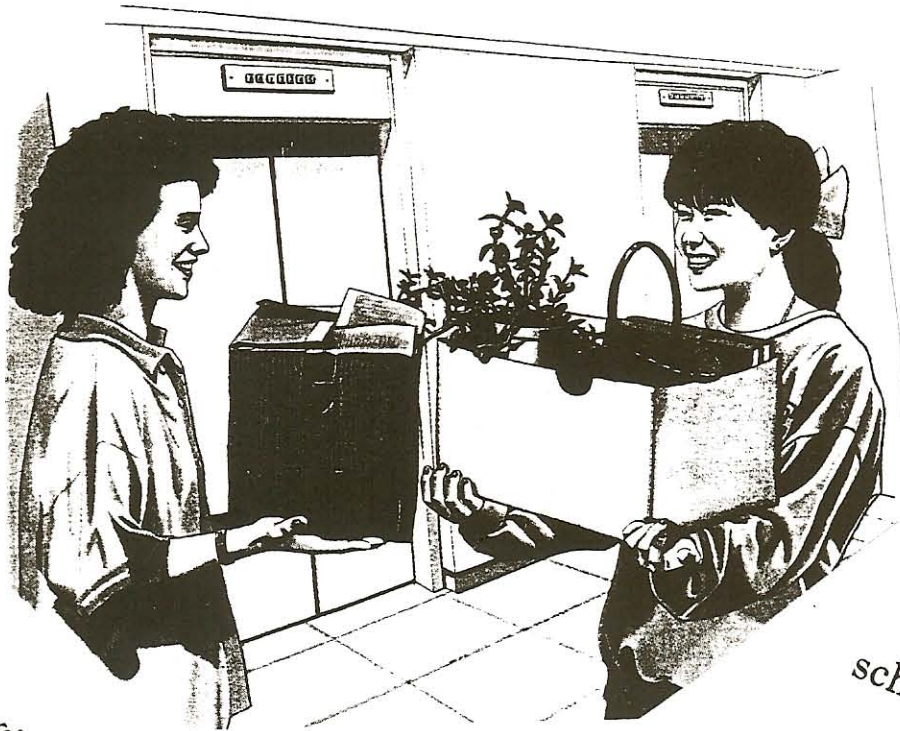
Where do you live? /

What should I call you in class?





# GREETINGS AND INTRODUCTIONS



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about you, Maria? What do you do?

A: By the way, I'm Maria. I'm in Apartment 203.

A: And where are you from, Noriko?

B: I'm from Japan, from Osaka.

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A: Oh, really? And are you going to

school here?

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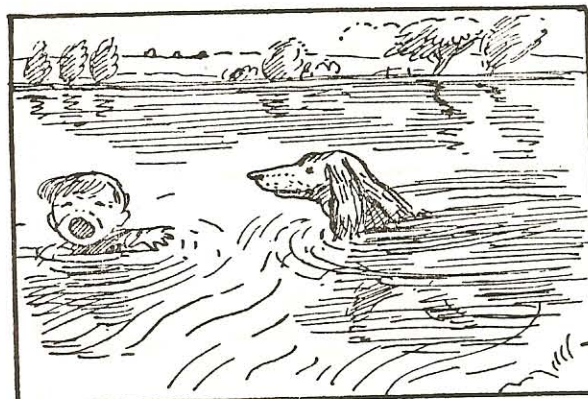
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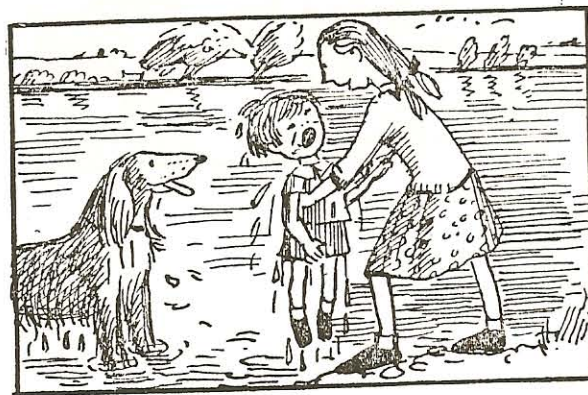
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